

CARVER-LYON ELEMENTARY

2100 Waverly St.
Columbia, South Carolina 29204

GRADES K-5 Elementary School

ENROLLMENT 347 Students

PRINCIPAL Dr. M. Diane James 803-343-2900

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	46	47	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

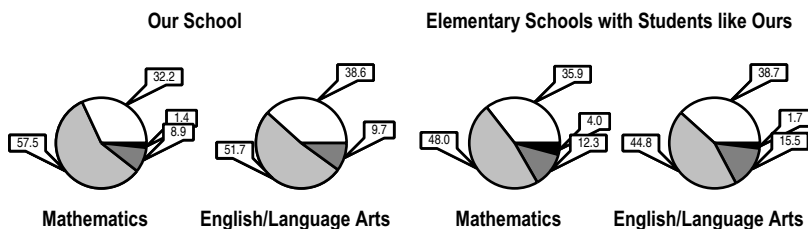
FOR MORE INFORMATION, VISIT WEBSITES AT:




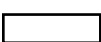
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	59	28
Percent satisfied with learning environment	84.8%	89.5%	89.3%
Percent satisfied with social and physical environment	87.1%	86.4%	78.6%
Percent satisfied with home-school relations	61.3%	96.6%	89.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	174	99.4	38.6	51.7	9.7	N/A	9.7	17.6
Gender								
Male	97	100.0	40.2	48.8	11.0	N/A	11.0	17.6
Female	77	98.7	36.5	55.6	7.9	N/A	7.9	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	174	99.4	38.6	51.7	9.7	N/A	9.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	152	99.3	33.6	55.2	11.2	N/A	11.2	17.6
Disabled	22	100.0	70.0	30.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	174	99.4	38.6	51.7	9.7	N/A	9.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	174	99.4	38.6	51.7	9.7	N/A	9.7	17.6
Socio-Economic Status								
Subsidized meals	152	99.3	37.8	52.6	9.6	N/A	9.6	17.6
Full-pay meals	18	100.0	50.0	40.0	10.0	N/A	10.0	17.6

Mathematics								
All students	174	100.0	32.2	57.5	8.9	1.4	10.3	15.5
Gender								
Male	97	100.0	30.5	56.1	11.0	2.4	13.4	15.5
Female	77	100.0	34.4	59.4	6.3	N/A	6.3	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	174	100.0	32.2	57.5	8.9	1.4	10.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	152	100.0	26.2	62.7	9.5	1.6	11.1	15.5
Disabled	22	100.0	70.0	25.0	5.0	N/A	5.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	174	100.0	32.2	57.5	8.9	1.4	10.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	174	100.0	32.2	57.5	8.9	1.4	10.3	15.5
Socio-Economic Status								
Subsidized meals	152	100.0	31.6	58.8	8.1	1.5	9.6	15.5
Full-pay meals	18	100.0	40.0	40.0	20.0	N/A	20.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	47	N/A	46.8	46.8	6.4	N/A	6.4
	Grade 4	54	N/A	33.3	38.9	27.8	N/A	27.8
	Grade 5	49	N/A	42.9	49.0	8.2	N/A	8.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	61	100.0	46.0	46.0	8.0	N/A	8.0
	Grade 4	52	100.0	27.1	56.3	16.7	N/A	16.7
	Grade 5	61	98.4	42.6	53.2	4.3	N/A	4.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	47	N/A	57.4	36.2	6.4	N/A	6.4
	Grade 4	54	N/A	27.8	50.0	11.1	11.1	22.2
	Grade 5	49	N/A	55.1	34.7	10.2	N/A	10.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	61	100.0	46.0	48.0	4.0	2.0	6.0
	Grade 4	52	100.0	25.0	58.3	14.6	2.1	16.7
	Grade 5	61	100.0	25.0	66.7	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 347)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Down from 3.5%	2.5%	2.4%
Attendance rate	95.6%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.2%	Down from 5.6%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.4%	Down from 5.8%	8.3%	8.0%
Older than usual for grade	0.9%	Up from 0.3%	2.9%	1.1%
Suspended or expelled	0.3%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	41.4%	Up from 38.7%	46.9%	50.0%
Continuing contract teachers	93.1%	Up from 67.7%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.0%	N/A	80.2%	86.2%
Teacher attendance rate	95.1%	Down from 95.4%	95.1%	95.3%
Average teacher salary	\$39,603	Up 0.8%	\$38,505	\$39,909
Prof. development days/teacher	6.9 days	Up from 5.9 days	13.0 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	19.2 to 1	Up from 15.8 to 1	17.1 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 91.6%	88.6%	89.7%
Dollars spent per pupil*	\$8,443	Up 11.1%	\$6,769	\$5,892
Percent spent on teacher salaries*	59.4%	Up from 56.3%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.5%	Up from 95.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-03 school year, the staff, parents, and community partners of Carver-Lyon Elementary School continued the mission of providing a challenging academic curriculum in a nurturing environment for our students.

A majority of our students reside in a single-parent home with several siblings. Occasionally, children from homeless shelters or foster homes enrolled and remained in our school for short intervals. Many of our students lack the social skills needed for positive interactions with others; therefore, referrals were made and assistance was obtained from various social service agencies. Many of our parents lack the skills and self-motivation to provide the support that their children need for school success. These were the major challenges for our school this year.

The SC READS grant provided opportunities for parents to work toward earning a GED, assist their children at home and at school, and implement effective parenting skills and strategies so that their children could become better prepared for school success. The grant also provided opportunities for teachers in grades PK-3 to learn how to help children become better readers and writers by the end of grade 3.

Our partnership with a neighboring college as a professional development school was continued and strengthened. During our planning meetings, many student needs were identified, resources were obtained, and effective instructional strategies and programs were implemented. Instructional time and focus were increased through after-school tutoring, the Saturday Academy, individual tutoring, reduced class size, flexible groups, and instructional support in all grades.

Student performances, meetings, conferences, and workshops brought parents to the school throughout the year. Our faith-based and college partnerships provided mentors and tutors for our students. This, along with our school-wide character and career education programs, helped improve our students' academic and social skills.

Staff members spent countless hours in staff development sessions learning the principles of learning and how to teach children to be smart. In summary, all of our efforts to leave no child behind helped create a more positive learning environment for the students at Carver-Lyon School.

M. Diane James, Principal, Carver-Lyon Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.